DOCUMENT RESUME

ED 191 604 RC 011 870

AUTHOR Mendoza, Amelia
TITLE Developing An ESOL Curriculum.
PUB DATE 31 Jan 79
NOTE 32p.: Paper presented to the U.S. Office of Education/Right to Read Reading Academy Directors Workshop (Atlanta, GA, January 31, 1979).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education: *Adult Reading Programs: Course Objectives: Curriculum Development: *English (Second Language): Functional Literacy: Lesson Plans: *Literacy Education: Program Descriptions: Reading Materials: *Reading Skills: Sequential Approach: *Spanish Speaking: Student Evaluation

ABSTRACT

Prepared for instructors in adult literacy programs, this paper summarizes a reading curriculum designed to meet the needs of a predominantly Spanish-speaking community. The reading instruction curriculum is presented as a sequence of educational objectives under five headings: basic skills, structural analysis, vocabulary, comprehension, and functional literacy. The philosophy of measuring student competence is discussed, and a method is described which uses four levels of mastery applicable to any of the educational objectives and which can accomodate an individualized approach to instruction. The levels begin with awareness of what the target objective entails and progress to ability to serve as a peer tutor, introducing the task to a fellow student: application of the method is illustrated for a lesson that teaches the student to maintain a checking account. Two sample lessons are provided: a map making exercise in which students locate the places they visit most often, and a sentence structure game that facilitates oral and written language development. Two bibliographies list materials for instructor reference (34 entries in English) and for student reading (54 entries available in Spanish or Spanish and English). (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191604

FEB 1980
ERIC/CRESS
RECEIVED

Developing An ESOL Curriculum

A paper
presented to the
U.S. Office of Education/Right to Read
Reading Academy Directors Workshop
Atlanta, Georgia
January 31, 1979

by
Amelia Mendoza, Director
East Los Angles College Foundation
Right to Read/Derecho a Leer
664 Monterey Pass Road - Suite 110
Monterey Park, California 91754
(213) 281-2914

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Amelia Mendoza

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 011 870

ACKNOWLEDGEMENT

The contributions of the ELACF Right to Read Staff, Students and Task Force members are gratefully acknowledged with sincere thanks for their technical assistance and moral support.

Table of Contents

Introduction 1

ESOL Reading Instruction Curriculum 6

Measuring Student Competence 11

Sample Lessons:

1. Map Making Exercise 16

2. Sentence Structure Game 18

ESOL Bibliography

1. Instructor References 21

2. Student Readers 25

Introduction

The most fundamental objective in the East Los Angeles College Foundation Right to Read Academy has been to develop a curriculum geared to the specific needs of its target population. Since that population comes from a community which is primarily Spanish-speaking, such a curriculum must be designed to serve all facets of the student population, with a special emphasis on the needs of the second language learner. This paper documents work which was initiated to synthesize basic reading skills instruction with the essential conceptual and skill-building techniques which would insure that students could also understand what they were learning to read. This work is outlined in Step 1 in the R_2R ESOL Curriculum.

By adapting a developmental approach, increasingly more sophisticated grammatical concepts can be introduced, in conjunction with a more complex level of English conversation and experience in the practical application of language and reading skills (functional literacy). This constitutes the basis of the sequentially ordered objectives contained in Steps 2-5 of the R_2R ESOL Curriculum. It should be pointed out that this approach is based on the specific needs of a specific population and should serve as a model for reading instruction for groups which tend to be non-English or limited-English speaking. The materials are not intended for use with only non-English speakers, since it is possible to adapt it to reading instruction in other languages. Some experimentation has been done utilizing variations of these

materials in Spanish. The materials are applicable in all respects, to the teaching of reading in English to speakers of other languages as well as for students who have a cultural background derived from another language.

Classroom experience has proven that limited and non-English speaking students in this program must thoroughly master the objectives outlined in Step 1. Otherwise progress, although measurable, is spurious; limited to the performance of tasks easily mimicked and which require only a minimum of communication in English. It is apparent that quantitative measurement of student progress does not insure quality.

Attempts to remedy this problem led to the development of a system entitled "Measuring Student Competence". For this purpose a check-off list alone was not sufficient. Grading by traditional methods, on the other hand, is especially inappropriate to an individualized curriculum and interferes with the maintenance of student self-esteem.

For this reason, the method contained in this paper is based on a system of student evaluation expressed in terms of levels of mastery, applicable to any of the objectives contained in the reading instruction curriculum and designed to accomodate an individualized approach to instruction.

All materials in the reading program are selected for their relevance and utility with respect to adults. Once selected, they are coded, catalogued and similar collections are disseminated in at

least a bibliographical form to all satellite agencies in the R_2R Academy. This is done to establish accessibility of the materials to R_2R staff and participants. Also to promote the development of satellite agency staff competency in reading instruction, and in the maintenance of reading centers on satellite agency premises, as a way of broadening the scope of the R_2R literacy effort in the community.

To demonstrate instructional problems which were most crucial to the success of this program, two sample lessons are included. These lessons were chosen for their applicability to the setting and include 1) a map-making exercise to develop an awareness of student priorities by diagraming his activities; and 2) a sentence structure game first developed by Diane Pun Kay of the La Mirada Unified School District, to facilitate oral and written language development in the student and to develop instructor skill in the sequencing of such instruction. Also included are two bibliographies containing materials for instructor reference and student reading. They reflect the type of materials which have been useful in the implementation of this approach.

Another characteristic requiring special consideration in the development of an effective reading program is the rate of student attrition. Among adults, the watchword is "priorities". Adults in the Right to Read Program, like adults involved in most other community-based projects, are concerned with survival. The acquisition and maintenance of a job then, are very important

priorities. They are also factors which contribute to a high rate of attrition in an adult literacy program. Coupled with a wide range of counseling and training needs, the average student attendance in the ELACF R_2R Academy tends to be under 45 hours. This situation is further compounded by the involvement of students with a number of other social service agencies while receiving reading instruction. Their counselors invariably impose additional priorities on the already limited supply of student time and more importantly, student commitment to the study of reading. Ironically, it is reading which usually constitutes the "bottom line" in the achievement of those priorities which most affect the students' survival skills in a permanent and liberating way.

How then can the student be assured of a learning experience which will fulfill his most urgent literacy requirements in increments which will permit development of those skills beyond the context of the R_2R tutorial setting? And will that student be able to apply what he learns in his "real world" as well as in the R_2R world? This is the final examination which all reading academies ultimately must pass and that no R_2R participant can afford to fail.

The development of these materials is rooted most deeply in the feeling of commonality shared by the ELACF R_2R Academy staff with the fabled Mexican gentleman who dropped 50¢ into a machine to buy cigarettes which sold for 60¢. When the machine flashed DIME - DIME,

which in Spanish means "tell me" he naturally responded "Dame un paquette de Marlboro" - "give me a pack of Marlboros".

While this man exemplifies the dilemma of the typical non-English speaking student; he also represents the typical instructor who, despite his best motives and intentions, often acts inappropriately in response to student demands.

The following materials are offered as a viable alternative to failure - not so much for students as for their instructors. As such, it is hoped that the contents of this paper will serve as an invitation to the reader to contribute to the continuing development of a truly holistic approach to reading instruction; thereby helping to insure that someday all people will be able to exercise their "Right to Read".

ESOL Reading Instruction
Curriculum

STEP I

Note: Step I is the basis for the R2R ESOL Reading Instruction Curriculum and constitutes the ESL component necessary to non-English speakers learning to read, especially for those who do not read in the native language.

The participant will be able to:

*(a) Identify letters of the alphabet.

*(b) Recognize sounds of letter names.

*(c) Reproduce sounds of letter names.

(d) Reproduce letters of the alphabet in manuscript (cursive, optional)

(e) Reproduce numbers 1-10.

(f) Elicit information:

1. Recognize question words (minimum of 8).
2. Recognize and form minimum of 20 nouns and pronouns including possessive forms.
3. Master 3 verbs including present, present continuous, past and future of verbs "to be" "to do" and one of choice.

(g) Utilize a basic English vocabulary based on the Dolch Word List introduced as parts of speech including nouns, pronouns, adjectives (including 9 colors and numbers 1-10), articles, regular verbs, conjunctions (and/or), and punctuation marks (./?/!).

(h) Recognize word endings and their effect on the word, i.e... ed, ly, ing, s, es, etc. and apply these to the formation of new words, i.e... form plural of nouns.

(i) Recognize special vowel sound/combinations, i.e... oi, ay, ye, ou, etc. and reproduce their sounds.

(j) Recognize special consonant combinations and be able to reproduce their sounds, i.e... ch, sh, th, ph, gh, sch, sc, ps, etc.

(k) Distinguish between certain native language and English sounds and reproduce English sounds correctly (given minimal pairs): i.e... for Spanish speaker: difference between long i (miss/mess) and short i and name of letter e; difference between ch/sh (chew/shoe); y and Spanish "ll" (judge/yellow).

(l) Recognize words that mean the same and are spelled the same or nearly the same in the native (Spanish) and English languages but have different pronunciation: color/color, taco/taco, chile/chile, etc.

(m) Recognize basic parts of speech and utilize them correctly in the construction of sentences through use of substitution drills: i.e...

I am a girl.	Change pronoun and verb
You are a girl.	accordingly. Change pronoun
He is a boy.	then object accordingly.

(n) Recognize and utilize simple verb tenses: present, present continuous, past, future.

(o) Able to recognize and construct 6 simple sentence patterns including:

1. Statement
2. Question
3. Affirmative reply
4. Negative reply
5. Command
6. Exclamatory remark

(p) Recognize and reproduce long and short vowel sounds.

*Instruction in items a, b, and c in Spanish is available upon request.

STEP II

The participant will be able to:

(a) Identify and spell relevant sight words including Dolch List and a minimum of 10 words from the Wilson Essential Vocabulary List.

(b) Read sentences using decodable and sight word vocabulary.

(c) Identify cause or effect implications.

(d) Demonstrate an appreciation of reading by exhibiting preferences among reading-for-enjoyment materials.

(e) Give reading activities a high priority.

(f) Recognize and avoid use of double negatives.

(g) Recognize minimum of 20 irregular verbs and use them in a sentence in the 4 simple tenses: present, present continuous, past and future.

(h) Recognize and reproduce long and short vowel sounds in one syllable words.

(i) Recognize accented syllables.

(j) Divide words that have a single consonant between 2 vowels.

(k) Recognize consonant diagraphs and blends and divide words which contain them.

(l) Divide words which have 2 consonants together but are neither digraphs nor blends.

(m) Divide words ending "le" preceded by a consonant.

(n) Divide words ending in "ed".

(o) Recognize minimum of 10 prefixes and 10 suffixes.

(p) Divide words which begin with a prefix.
Divide words which end with a suffix.

(q) Recognize minimum of 10 compound words.
Divide compound words.

(r) Recognize concepts and materials related to functional literacy in the following areas:

1. Application Forms
2. Financial Transactions
3. Information Sources
4. Pictorial Representation
5. Written Communications

STEP III

The participant will be able to:

(a) Recognize minimum of 30 prepositions and use them in sentences.

(b) Utilize comparative/superlative forms of adjectives and adverbs.

(c) Identify minimum of 10 abbreviations.

(d) Identify minimum of 10 each of synonyms, homonyms and antonyms.

(e) Apply rules of capitalization.

(f) Identify and utilize punctuation marks.

(g) Identify detail information.

(h) Identify main idea of paragraph.

(i) Sequence context events.

(j) Apply concepts and utilize materials (with assistance) related to the following areas of functional literacy:

1. Application Forms
2. Financial Transactions
3. Information Sources
4. Pictorial Representation
5. Written Communication

STEP IV

The participant will be able to:

(a) 1. Select appropriate antonym, homonym and synonym for given words.

2. Utilize antonym, homonym and synonym appropriately in a sentence.

(b) Use context clues to understand unfamiliar words.

(c) State conclusions of a paragraph.

(d) Select and classify information.

(e) Identify inferential statement.

(f) Identify a variety of emotional reactions.

(g) Orally read a selection with appropriate inflection.

(h) Secure a book via the library card catalogue.

(i) Select and read books for specific areas of interest.

(j) Demonstrate skill in the performance of activities related to functional literacy in the following areas:

1. Application Forms
2. Financial Transactions
3. Information Sources
4. Pictorial Representation
5. Written Communication

STEP V

The participant will be able to:

Reinforce knowledge and skills developed in Steps 1-4 by acting as a peer tutor: introducing concepts and demonstrating materials related to functional literacy in the following areas:

1. Application Forms
2. Financial Transactions
3. Information Sources
4. Pictorial Representation
5. Written Communication

Measuring Student Competence

To successfully graduate from the R2R Academy, each participant, as a minimum, will be able to perform all the tasks described in the 4 levels to literacy (following) with at least an 85% proficiency.

Equally important to measuring student performance is allowing the student to become aware of the nature of the material he/she is attempting to master. Therefore, instructional increments need to be correlated to student performance. Performance must be demonstrated in a way which is gradual and controlled and therefore more conducive to success. Then the increasing skills can be measured. An approach has been developed for use by instructors to measure student experience as it contributes to his/her developing skills: there are 4 levels of competence conveniently expressible as 25, 50, 75 or 100%* proficiency for any given objective.

*Note: Shown as 5, 10, 15, 20 on Student Progress Chart Illustrations for the convenience of instructors calculating 5 (five) curriculum areas at 20 points per area = 100% contract fulfillment.

They are defined as follows:

Level I - EXPOSURE

Student will have general awareness of what each objective entails including 5 related vocabulary words and will be able to identify essential concepts and materials related to the task upon completion of the lesson.

Level II - EXPERIENCE

Student will apply knowledge of task to actual performance utilizing vocabulary and related materials with tutorial assistance.

Level III - APPLICATION

Student will extend range of experience with task including performance of task without assistance.

Level IV - PEER TUTOR

Student can expose another student, under tutor supervision, to given task through introductory discussion and demonstration. Introduction will include accurate description of concepts, vocabulary and materials.

Measuring Student Competence (continued)

This system is an applicable measurement of student competency for individual lessons (as an aid in planning for tutors); as well as a broad measure of competency in the individual aspects of the curriculum; i.e... Basics, Structural Analysis, Vocabulary, Comprehension, Functional Literacy.

A description of the levels as they apply to a specific lesson follows:

Example - Student is working in the area of functional literacy, in the category of financial transactions. The specific objective is to be able to write a check correctly including the balancing of the checkbook and maintenance of the checking account.

Student at Level 1, Exposure, will be introduced to relevant concepts, such as banking, deposit, withdrawal, payment, check; additional vocabulary can include words such as depositor, signature, payee. Materials may include a cancelled check, book with checks, deposit slip, bank statement, check stubs

or record book. A student who can utilize the vocabulary, identify the materials and describe their use has attained 25% competency. This is recorded along with a notation of the materials used; both on the lesson plan for the day, and on the student progress record which is completed following each 30 hours of student attendance.

FUNCTIONAL LIT.	M/C	5	10	15	20	E/O
Application Forms						
Fin. Trans.	F.L.3	✓				
Info. Sources						
Pict. Rep.						
Writ. Com.						

Material Code:

F.L.3 = Sharp Functiona
Literacy Materials

Level II or Experience level, will include opportunities for utilizing vocabulary in actual transaction of the task, i.e... filling out deposit slips, checks, records and reading the bank statement, with tutor assistance. The student who can fill-in required forms and complete related assignments (with assistance) has achieved 50% competency.

FUNCTIONAL LIT.	M/C	5	10	15	20	E/O
Application Forms						
Fin. Trans.	F.L.3	✓	✓			
Info. Sources						
Pict. Rep.						
Writ. Com.						

Level III or Application level, will include a visit to the bank when possible and/or the application of the skills learned independently of a tutor. Blank copies of the materials used in levels I & II will be used to verify activity and will be corrected by the instructor. The student who can fill-in required forms and complete related assignments (without assistance) has achieved 75% competency.

FUNCTIONAL LIT.	M/C	5	10	15	20	E/D
Application Forms						
Fin. Trans.	F.L.3	✓	✓	✓		
Info. Sources						
Picc. Rep.						
Writ. Com.						

Level IV or Peer Tutor, is considered to be evidence of 100% mastery. The student at this level will be able, under tutor supervision, to introduce the concepts, vocabulary and materials utilized at the Exposure level, already achieved by the student, to another member of the class selected by the instructor.

This system of measurement is utilized in conjunction with the R_2R Academy ESOL Reading Instruction Curriculum.

FUNCTIONAL LIT.	M/C	5	10	15	20	E/D
Application Forms						
Fin. Trans.	F.L.3	✓	✓	✓	✓	1/18/79
Info. Sources						
Pict. Rep.						
Writ. Com.						

Map Making Exercise

Objectives:

1) Student will represent his "world" from the perspective of his favorite or most important daily activities using frequency of the activities to help guide his choices.
2) Student will compare/contrast his "world" to that of another student, tutor, or specific group, i.e.. class, and become aware of his immediate environment.
3) Student by placing map of activities in a context of predetermined size or type of environment, i.e.. community, state, country, will gain insight into physical and social characteristics of that environment and the part he plays in it.

Suggested uses for this activity:

a) Collect information on what activities are most important to the individual student from the student point of view.
b) Collect relevant vocabulary for student use based on his personal habits.
c) Assess functional literacy needs of the student by narrowing the scope of the map to include only places frequented for business purposes, for example, and include discussion on the specific activities to pinpoint possible areas of difficulty in spoken or written communication, i.e... applying for public services and not being able to read or correctly fill-in applications, paying bills, shopping, etc.
d) The individual maps of several students can be synthesized to show overlapping areas of activity; marked characteristics of the community itself; idiosyncrasies of the student population, i.e... primarily Spanish-speaking, etc.
e) Pinpointing landmarks, reading street maps (include use of a set of basic symbols used in map making, etc.).

Suggested sequence of activities:

1) Student and tutor work together to plot a central reference point (i.e... student's home) on map.
2) Student lists in order of importance and/or frequency of activity, the places he goes most often, i.e...
    1. work
    2. class
    3. relative's house
    4. friend's house
    5. store
    6. park
    7. etc.
3) Student and tutor fill in important connecting roads to these places and then mark places themselves on the map.

4) Indicate landmark(s) which student uses to identify location (near mall, railroad, hill, junkyard, etc.) of the places chosen for inclusion in the map.
5) Student and tutor pick out related concepts and vocabulary useful in describing both the locations of favorite or most frequented places and the types of activity involved (visits, work, school, shopping, recreation, etc.).
6) Student and tutor discuss the map to check proportion of streets to actual distance between sites and refine details of the map including street names and adjacent roads, landmarks.
7) Student and tutor can also discuss chronological activities based on map and add a few places he would like to get to or places not as important but still "part of the picture" he wishes to draw of his activities, i.e... red line indicating average daily activities from morning to evening.
8) Student may wish to merge map with other class members to show activities and compare orientations of class members as a group. Greater detail can be introduced at this point on street names, community agencies, (include R_2R) and other information of interest to the group, i.e... bus lines connecting them; stores and jobs close to home; agencies whose services they are eligible to receive.

Suggested materials:

Paper - small and large sections (butcher paper)
Pencils (different colors)
Map of surrounding area (include state, country and world maps if student is from another country)
Guide on use of map in both languages if possible.

Sentence Structure Game

Assuming that items a-c in Step I of the ESOL Reading Instruction Curriculum are completed:

1) Teach colors (9).

2) Teach numbers 1-10.

3) Teach set of nouns and pronouns and the formation of plurals.

4) Teach formation of possessive nouns and pronouns.

5-8) Teach general structure of kernel sentence by color using only pronouns as subjects at first. By changing the pronouns (column 5) the student is introduced to the verb "to be" (column 6) followed by an introduction to articles, or possessive pronouns (column 7) and the object (column 8).

pronouns (5)	verb "to be" (6)	article (7)	object (8)
I	am	a	student.
You	are	an	American.
He	is	the	father.
She	is	my	mother.
It	is	a	book.

NOUNS

woman
girl
cat
baby
family
man
men
home
dog
women
country
boy
Jose
Maria
Gustavo
Ana
_____'s
_____s
_____ies
_____es
_____ves
American
Mexican
student
father
mother
sister
brother
worker
reader
teacher
tutor
money
book

PRONOUNS

he
her
him
his
I
it
its
me
my
our
she
that
their
them
these
they
this
those
us
we
which
your
you
what
who

VERBS

am
are
ask
be
did
do
does
is
jump
laugh
open
pick
play
show
start
step
stop
thank
use
walk
want
was
wash
were
will
wish
work
____s
____ed
____ing

ADVERBS

when
where
why
how
yes
no
well
again
always
now
today
yesterday
tomorrow
fast
not
never
very

ADJECTIVES

new
pretty
sad
cold
good
hot
ugly
bad
funny
old
little
big
brown
yellow
white
red
purple
black
blue
green
orange
one
two
three
four
five
six
seven
eight
nine
ten
an
a

CONJUNCTIONS

and
or

PUNCTUATION

.
?
!

COLOR CODE

Nouns - Royal Blue
Pronouns - Light Blue
* Verbs - Yellow
Adverbs - Orange
Adjectives - Green
Conjunctions - Lavender
Punctuation - White

* NOTE: 1. "Not" - Black wit
Yellow pr

2. Auxiliary Verbs w
Black borders.

ESOL READING INSTRUCTION CURRICULUM

Bibliography - Instructor References

Asian Project - Bridging the Asian Language and Cultural Gap - Handbook for Teachers - Volume Seven. Los Angeles, California: Division of Career and Continuing Education, Adult Basic Education Program, Los Angeles Unified School District 1971-1974.

Benardo, Leo V. and Dora F. Pantell. English: Your New Language. Morristown, New Jersey: Silver Burdett Co. 1966.

Boggs, Ralph S. and Robert J. Dixson. English - Step By Step with Pictures. New York, N.Y.: Regents Publishing Co. 1971.

Chapman, Rachael L. Men and Machines. New York, N.Y.: Regents Publishing Company. 1968

Dixson, Robert J. Complete Course in English I. New York, N.Y. Regents Publishing Company. 1972.

Dixson, Robert J. Complete Course in English II. New York, N.Y. Regents Publishing Company. 1972

Dixson, Robert J. Complete Course in English III. New York, N.Y. Regents Publishing Company. 1972

Dixson, Robert J. Complete Course in English IV. New York, N.Y. Regents Publishing Co. 1972

Dixson, Robert J. Elementary Reader in English. New York, N.Y.: Simon and Schuster. 1971.

Dixson, Robert J. Easy Reading Selections in English. New York, N.Y.: Simon & Schuster. 1971.

Dixson, Robert J. Modern Short Stories in English. New York, N.Y.: Regents Publishing Company. 1971.

Dixson, Robert J. Tests & Drills in English. New York, N.Y.: Regents Publishing Company. 1972.

Dixson, Robert J. Essential Idioms in English. New York, N.Y.: Regents Publishing Company. 1971.

Dixson, Robert J. The Land & The People. New York, N.Y.: Regents Publishing Company. 1975.

Dixson, Robert J. and Herbert Fox. Men & History. New York, N.Y.: Regents Publishing Company. 1975.

Dorry, Gertrude Nye. Games for Second Language Learning. New York, N.Y.: Mc Graw - Hill Book Company. 1966.

Doty, Gladys G. and Janet Ross. Language & Life in the U.S.A. New York, N.Y.: Harper & Row. 1973.

Finocchiaro, Mary & Violet H. Lavenda. Growing in English Language Skills. New York, N.Y.: Regents Publishing Co. 1977.

Finocchiaro, Mary. Learning to Use English. New York, N.Y.: Simon and Schuster. 1966.

Finocchiaro, Mary. Let's Talk. New York, N.Y.: Regents Publishing Company. 1970.

Finocchiaro, Mary and Violet H. Lavenda. Selections for Developing English Language Skills. New York, N.Y.: Regents Publishing Company. 1973.

Fisher, Isobel Y. and Robert J. Dixson. Beginning Lessons in English. New York, N.Y.: Regents Publishing Co. 1971

Kendris, Christopher. 201 Spanish Verbs. Woodbury, New York: Barron's Educational Series, Inc. 1963.

Lado, Robert. Lado English Series. New York, N.Y.: Regents Publishing Company. 1970.

Mallett, Jerry J. Classroom Reading Games Activities Kit. West Nyack, New York: The Center for Applied Research in Education. 1975.

Miller, Wilma H. Reading Correction Kit. New York, N.Y.: The Center for Applied Research in Education, Inc. 1975.

Nilsen, Don L.F. and Allen Pace. Pronunciation Contrasts in English. New York, N.Y.: Regents Publishing Co. 1973.

Richards, I.A. and Christine Gibson. English Through Pictures Book I and a First Workbook of English. New York, N.Y.: Pocket Books. 1973.

Richards, I.A. and Christine Gibson. English Through Pictures Book III. New York, N.Y.: Pocket Books. 1973.

Spradley, James P. Culture & Cognition: Rules, Maps and Plans. Chandler Publishing Company. 1972.

Tiersky, Ethel & Martin. Customs & Institutions. New York, N.Y.: Regents Publishing Company. 1975.

Varnado, Jewel and Philip J. Gearing. English Lessons for Adults-Book 1. New York, N.Y.: Harcourt Brace Jovanovich, Inc. 1966.

Varnado, Jewel and Philip J. Gearing. English Lessons for Adults-Book 2. New York, N.Y.: Harcourt Brace Jovanovich, Inc. 1966.

Varnado, Jewel and Philip J. Gearing. English Lessons for Adults-Book 3. New York, N.Y.: Harcourt Brace Jovanovich, Inc. 1967

ESOL READING INSTRUCTION CURRICULUM

Bibliography - Student Readers

Alurista. Floricanto en Aztlan. Los Angeles, California: Chicano Studies Center, University of California. 1971.

°Boyer, Louise. Jose Y. Juana-libro I, II, & III. Impreso en "Casa de Alfabetizacion" Valle de Bravo, Mexico.

*Carter, Robert F. and Diamantina Suárez. Mexico-Historia Simplificada. New York, N.Y.: Regents Publishing Company. 1977.

°*Cartilla. Esta cartilla se basa en el método del Sr. Dr. Frank C. Laubach.

*Clarey, M. Elizabeth & Robert J. Dixson. Curso Practico de Pronunciacion del Ingles. New York, N.Y.: Regents Publishing Company. 1967.

Cohen, Leonard. Poemas Escogidos. Plaza & Janés, S.A.

°¡Con Los Tuyos, Gabino! Fundacion Alfabetizadora Mexicana "Método Laubach," A.C. 1966.

°Cuida a Tus Hijos. Valle de Bravo, Mexico: Casa de Alfabetización.

°Curemonos Mientras Llega el Doctor. Fundacion Alfabetizadora Laubach. 1962.

*Dixson, Robert J. El Ingles en Accion. New York, N.Y.: Regents Publishing Company. 1976.

*Dixson, Robert J. and Julio I. Andújar. Resumen Practico de la Gramatica Inglesa. New York, N.Y.: Regents Publishing Company. 1967.

*Donahue, Nancy. Ingles Vital. City of Industry, California: Vital English. 1971.

°El Dia de los Muertos. La Universidad de California, Fullerton: El Programa de Educación.

El Ejido en Marcha. Fundacion Alfabetizadora Mexicana "Método Laubach" A.C. 1

*Filano, Albert E. Matematica Moderna - Grado 1 & 2. Elizabethtown, Pennsylvania: The Continental Press, Inc. 1973.

°Fruta Todo el Año. Fundacion Alfabetizadora Mexicana Laubach, A.C. 1966.

29

*Galarza, Ernesto. Aqui y Alla en California. San Jose, California: Editorial Almadén. 1971.

Galarza, Ernesto. Historia Verdadera de una Gota de Miel. San Jose, California: Editorial Almadén. 1971.

Galarza, Ernesto. Mas Poemas Parvulos. San Jose, California: Editorial Almadén. 1972.

Galarza, Ernesto. Poemas Parvulos. San Jose, California: Editorial Almadén. 1971.

°Galarza, Ernesto. Poemas Pe-que Pe-que Pe-que-nitos. San Jose, California: Editorial Almadén. 1972.

Galarza, Ernesto. Un Poco de Mexico. San Jose, California: Editorial Almadén. 1974.

°Galarza, Ernesto. Zoo-Risa. San Jose, California: Editorial Almadén. 1974.

*Guia del Maestro y Manual Pedagogico-Artes del Lenguaje en las Carreras. Dallas, Texas: The National Center for the Development of Bilingual Curriculum Dallas Independent School District.

*Hines, Mary Elizabeth. Skits in English as a Second Language. New York, N.Y.: Regents Publishing Company. 1973.

o*Hirschhorn, Howard. Medical Guide-Guia Medica. New York, N.Y.: Regents Publishing Company. 1968.

*Hirschhorn, Howard. Temas Tecnicos y Cientificos en Ingles. New York, N.Y.: Simon & Schuster. 1970.

*Howley, Michael E. and Carmen S. Sanuinetti. Como Preparase para el Examen de Equivalencia de Escuela Superior en Espanol: Exámenes Modelos con Respuestas. Woodbury, New York: Barron's Educational Series, Inc. 1973.

o*Las Cuatro Operaciones en la Tienda. Medellin, Colombia: Centro Tecnico de Alfabetizacion, Universidad de Antioquia. 1966.

*Lecciones de Matematicas. Los Angeles City Schools, Division of Instructional Planning & Services.

° Lopez, Lilia. Miguel Hidalgo y Costilla. Fullerton, California: California State University, Title VII Bilingual Education Program. 1971.

° Los Tres Arboles Del Samurai. Madrid (España): Juan Bravo. 1969.

° ¡Luchare por Este Ideal! Fundacion Alfabetizadora Mexicana Laubach, A.C. 1964.

Mc Kuen, Rod. Escuchad la Ternura. Plaza & Janes, S.A. 1970.

* Marotta, George. Metrics: Aprendiendo el Sistema Metrico. Elizabethtown, Pennsylvania: The Contintental Press, Inc.

° ¿Me Casare? Fundacion Alfabetizadora Mexicana Laubach, A.C. 1964.

° ¡Muchachos, Asi Aprendi! Fundacion Alfabetizadora Mexicana Laubach, A.C. 1964.

°* Newhouse, Dora. Como Trabajar o Comunicar en Casa Privada. Los Angeles, California: Newhouse Press. 1977.

°* Newhouse, Dora. Como Trabajar o Comunicar en un Hospital o Casa de Convalecientes o una Casa Privada. Los Angeles, California: Newhouse Press. 1977.

°* Newhouse, Dora. Como Trabajar o Comunicar en un Hotel o Posada. Los Angeles, California: Newhouse Press. 1977.

°* Newhouse, Dora. Como Trabajar o Comunicar en un Restaurante o Bar. Los Angeles, California: Newhouse Press. 1977.

* Newhouse, Dora. Homonyms-Homonimos. Los Angeles, California: Newhouse Press. 1978.

° No Tires tu Dinero. Fundacion Alfabetizadora Mexicana Método Laubach. 1969.

* Paulston, Christina Bratt and Gerald Dykstra. Controlled Composition in English as a Second Language. New York, N.Y.: Regents Publishing Company. 1973.

Plath, Sylvia. Antologia. Plaza & Janés, S.A. 1974.

¿Por que Trabajo? Fundacion Alfabetizadora Mexicana Laubach. 1966.

* Puedo ser Mejor. Alfabetización Laubach Mexicana, A.C. 1963.

* Rhodes, Dorothy. Como Leer un Mapa de una Ciudad. Los Angeles, California: Elk Grove Press, Inc. 1969.

* Sterling, Carlos Márquez and Manuel Márquez Sterling. Historia de la Isla de Cuba. New York, N.Y.: Regents Publishing Company. 1975.

¡Tenia que Suceder! Fundacion Alfabetizadora Mexicana, Laubach, A.C. 1965.

Tu Patria. Alfabetizacion Laubach Mexicana, A.C. 1969.

Un Nuevo Amanecer. Fundacion Alfabetizadora Mexicana Laubach. 1964.

* Usando las Cuatro Operaciones. Medellin, Colombia: Centro Tecnico de Alfabetizacion, Universidad de Antioquia. 1966.

o* Vamos Todos a Leer. Esta Cartilla del alumno, se basa en el método el Sr. Dr. Frank C. Laubach.

* These books are also useful as instructor references.

o Available to students in English and Spanish.